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AUTHOR Krop, Lois P.
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ABSTRACT

This investigation is based on the belief that it is imperative to establish operative school-agency communication if the field instructional agency is to be an educationally focused learning experience for the student. Through the existing governmental organizations, a subcommittee was formed to work toward this objective. The subcommittee evaluated existing methods of communication, revised those that were deemed ineffective, and implemented new ones. It is anticipated that better communication between the school and agency based faculty will improve the quality of field instruction by enabling clinical faculty to: (1) achieve a better relationship with the school, (2) integrate class and field teaching, (3) give their teaching roles greater priority, and (4) participate more actively in the governance of their college. (Author)

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DEVELOPING AND IMPLEMENTING EFFECTIVE MODES OF COMMUNICATION BETWEEN THE SCHOOL OF SOCIAL WORK AND AGENCY-BASED FACULTY

COLLEGE GOVERNANCE MODULE

by

Lois P. Krop, MSW

Barry College

DR. JAMES CHINN, CLUSTER COORDINATOR

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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ABSTRACT

of

DEVELOPING AND IMPLEMENTING EFFECTIVE MODES OF COMMUNICATION

between

THE SCHOOL OF SOCIAL WORK and AGENCY-BASED FACULTY

In social work education, instruction of students takes place in two localities - the school and the social agency. Because of these two distinct loci, and because field instructors' primary role is social work practice and not teaching, there is a crucial problem of establishing effective communication between the school and agency-based faculty.

This investigation is based on the belief that it is imperative to establish operative school-agency communication if the field instructional agency is to be an educationally-focused learning experience for the student. The purpose of this practicum is to develop and implement improved communication between the Barry College Graduate School of Social Work and agency-based faculty.

Through the existing governmental organizations, a subcommittee was formed to work toward this objective. The subcommittee evaluated existing methods of communication, revised those that were deemed ineffective, and implemented new ones. It is anticipated that better communication between the school and agency-based faculty will improve the quality of field instruction by enabling clinical faculty to: a) achieve a better relationship with the school, b) to integrate class and field teaching, c) give their teaching roles greater priority, and d) participate more actively in the governance of their college.

INTRODUCTION

We shall never understand one another
until we reduce the language to seven words.

Ka.lil Gibran

The word "communication" is derived from the Latin "communicare," "to make understood, to share, to impart, to transmit." A basic problem in modern society is communication. As colleges and universities become larger and more complex, how to keep lines of communication open among staff and faculties is an increasing dilemma. This investigation is an effort to create understanding among a college faculty without reducing the language to seven words.

This practicum has been designed to investigate the problem of developing and establishing more effective communication between the Barry College Graduate School of Social Work and its agency-based faculty. Inadequate communication exists in many schools of social work primarily because their teaching takes place in two distinct loci - the school campus and the field instruction agency. The investigation is based on the belief that operative communication between the school and the agency is imperative if the field instructional placement is to be an educationally-focused learning experience for the student.

It was decided to work toward effecting change through extension of the existing governmental channels. A subcommittee of the standing Field Instruction Committee was formed to develop improved school-agency communication. Existing lines of communication were studied and assessed. The modes which were deemed to be ineffective at present are being revised. New methods of communication are being implemented and evaluated by the subcommittee.

The intent of this study is to improve the quality of field instruction as an important component of social work education. It is anticipated that better communication will enable clinical faculty to: a) feel more closely associated with the school, b) integrate class and field teaching, c) give greater priority to their teaching roles, and d) participate more actively in college governance.

BACKGROUND AND SIGNIFICANCE

One of the perennial problems of education which has become more acute as universities and colleges grow larger is the dilemma of how to develop effective communication among faculties and between faculties and administration. Barnard has written that collaboration and coordination in any human enterprise is possible only when communication is effective.[1] Charles A. Monroe highlights the importance of efficient functioning modes of communication in his profile of the community college. In discussing the nature of college governance and decision-making, Monroe concludes:

> The basic principle for effective administration is free and open communication. No administration can function effectively unless there is a team relationship among the staff and the faculty. All institutions depend on open, two-way communication for the development of trust and dependence.[2]

In his book on governance of colleges and universities, John J. Corson points out the apparent lack of communication among many college faculties. The four factors he states underlie this problem are: 1) the great specialization among members of the staff, 2) the individuality of thought typical of faculty members, 3) the hierarchy of deans and department heads which cannot be ordered to communicate and interpret to the faculty, and 4) the confusion which exists about what matters to communicate. These factors prevail in many schools of social work and Corson says they "make difficult the establishment of a broad context of understandings that welds faculty and staff into dynamic collaboration in creating an enriched educational environment.[3]

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1. Chester I. Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1938), p. 91.
2. Charles R. Monroe, Profile of the Community College (San Francisco: Jossey-Bass Publishers, 1973), p. 313.
3. John J. Corson, Governance of Colleges and Universities (New York, Toronto, London: McGraw-Hill Book Company, Inc., 1960), pp. 132-33.

Schools of social work have a crucial problem of communication partly because their teaching takes place in two distinct localities - the school campus and the field instruction agency. The school is viewed primarily as the place for teaching academic theory and knowledge, while the agency is the setting for integrating knowledge into practice.

The objective of social work education is to provide students with adequate background and experience for responsible entry into practice. There is general acceptance that "the learning experiences provided through field instruction are essential to the achievement of the objectives of the social work curriculum.[4] Class and field instruction should be closely coordinated and integrated if it is to accomplish its purpose.

A viable partnership between social agencies and the school of social work is necessary in order to articulate class and field learning. Effective school-agency communication is required to strengthen and maintain that partnership since there must be a coordinated effort between agency and school if the student is to achieve maximum learning. If the objectives of social work education are to be realized, it is essential to infuse greater vitality into the communication that makes an educational partnership between school and agency possible.

In the Barry College School of Social Work most students spend three days a week in the social agency and two days in class. The faculty is divided into two categories, 1) academic faculty who are responsible for instruction based in the school, and 2) clinical faculty who are responsible for instruction based in the social agency. Clinical faculty spend the large majority of their time in their social agencies where they are usually responsible for giving

4. Official Statement of Curriculum Policy for the Master's Degree Program in Graduate Professional Schools of Social Work (New York: Council on Social Work Education, 1962), p. 7.

direct service to clients as well as teaching social work students. They are expected to be both practitioners and educators. Partially because they are paid by the agency and not the school, and because they are trained in social work practice, not education, they often consider their teaching role to be a secondary one. Thus, field instructors tend to feel a certain alienation from the school.

In the six-year history of the Barry College Graduate School of Social Work, the issue of school-agency communication has often arisen. For example, in 1970 the previous dean and the curriculum committee (on which there were no students or field instructors represented) decided to reduce the amount of time the students spend in the agency. The students then informed their field instructors that they would be in their agency placements one day less each week the next semester. The clinical faculty's reaction was that this was a dictatorial decision made without consulting them and which they opposed. They considered it to be a complete breakdown in communication.

The clinical faculty rallied together to form the Association for Agency-paid Field Instructors. Their major objectives were to include field teachers in school decision-making and to improve communication between the school and agency-based faculty. Their statement asserted that since field instructors are scattered throughout the area in many diverse agencies, they felt the necessity for greater rapport among themselves and with the school. They also stated that there was a pressing need to strengthen the relationship between the school and the agencies in order to help agency instructors become a more integral part of the school, and to provide a uniformly high quality of field instruction for students.[5]

5. Purpose of Barry College Association of Agency-Paid Field Instructors (Barry College, Miami, 1970), (Mimeographed).

Due to the pressure exerted by the Association for Agency-paid Field Instructors, the dean rescinded the decision to decrease the time students spend in agencies. Through this Association, field teachers began to seek direct participation in the formulation of policies that govern the performance of their duties. Through the efforts of the Association, field instructors were granted faculty status as well as one voting representative on each standing committee of the school (see Appendix A and B for models of the line-staff organization of Barry College and the School of Social Work).

When Dr. John Riley, the present Dean of the School of Social Work, arrived in June, 1972, he met with the executive committee of the field instructors' association and agreed to include them in all phases of school decision-making. In 1973 the academic faculty formally acted to increase the number of clinical faculty on each standing committee twofold. Thus, the clinical faculty was given a more proportionate representation in planning and implementing school programs and policies. Dr. Riley feels that "one of the factors preventing the clinical faculty from being a responsible force in governing the school is the lack of effective communication between school and agency-based faculty."

Another example of a breakdown in school-agency communication occurred in 1973. Students were given a course assignment to examine agency policies, particularly as they showed evidence of institutional racism. Since field instructors are not notified of class assignments, even when they relate to the field, the majority of students researched and wrote the assignment without benefit of field teachers' supervision. The result was several controversial papers which were widely disseminated and published with allegations against agencies, the majority of which were later proven to be false.

On November 29, 1973, eight different issues and concerns were presented to the Barry College clinical faculty during a regular meeting of the field instructors. School-agency communication was identified by these agency teachers as being the most problematic. They felt that the rapid growth of the school and the increasing specialization among members of the staff has made solutions to this problem more critical. Clinical faculty who attended this meeting expressed feelings of alienation and lack of connection with the school. They stated concerns such as: "We don't know what's going on in the school," and "The school doesn't understand what is happening in the field." Dr. David Fike, Chairman of the Field Instructors Committee and also a member of the academic faculty, stated: "More effective modes of communication between the school and agency must be developed to bring the clinical faculty into closer contact with the school and thus enhance students' learning in the field." From comments of clinical faculty and administration it seems that school-agency relationships suffer from egregious lack of articulation about their mutual responsibilities.

A review of the literature of social work education reveals that there are few published reports of projects undertaken by schools to help resolve their communications dilemma. However, there is a great deal of discussion about the need for more positive avenues for free interchange of ideas and concepts between school and agency, with little mention of concrete suggestions for alleviating the problem.[6]

6. Council on Social Work Education, The Future for Field Instruction: Agency-School Commitment and Communication (New York: Council on Social Work Education, 1963), pp. 10-15.

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There is general agreement that "adequate communication is grossly lacking in the relationship between agencies and schools of social work."[7] Over the years, curriculum policy statements have consistently affirmed the central importance of field instruction and the necessity for close school-agency collaboration.[8]

In a conference of representatives of schools and social agencies held by the Council on Social Work Education on June 25-26, 1964, it was agreed that it is necessary to develop a "broader system of communication" between school and agency in order to effect a true partnership.[9] Although there are many references in the literature to the need for developing more effective communication, I have not been able to find any published reports of projects undertaken by schools to help resolve this dilemma.

The necessity for better lines of communication between school and clinical faculty is also discussed in articles concerning the integration of class and field experiences. The literature of social work education reflects constant concern with gaps between class and field learning.[10]

Field instructors are forever asking what is being taught in school so they can relate to it. To narrow this gap, relevant information must be shared between academic and clinical faculty. Several papers about reorgan-

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7. "Potentials and Problems in the Changing School-Agency Relationships in Social Work Education," Background materials and papers prepared for discussion at the Council on Social Work Education House of Delegates meeting, January 24, 1964, Salt Lake City, Utah (Mimeographed).

8. Betty Lacy Jones (ed.), Current Patterns in Field Instruction in Graduate Social Work Education (New York: Council on Social Work Education, 1969), p. ix.

9. Bess Dana, "The Role of National Agencies in Stimulating the Improvement and Expansion of Field Instruction Resources, Field Instruction in Graduate Social Work Education (New York: Council on Social Work Education, 1966), pp. 57-68.

10. Dijelo C. Russell, "The Faculty Advisor in Social Work Education," Doctoral Students Look at Social Work Education, ed. Leila Calhoun Deasy (New York: Council on Social Work Education, 1971), . 68.

ization of the classroom curriculum emphasize that improved communication between school and agency is necessary since classroom material is reinforced by its implementation in field practice.[11]

Quaranta and Stanton state: "More than ever before the close collaboration between school and agencies is necessary, with particular emphasis on filling the communication gaps which so often develop if one relies on long and tried professional relationships with presumed concurrence of conceptualization.[12]

Arthur L. Leader summarizes the overall problem well:

> There is no doubt that the school-agency relationship with respect to education for practice continues to be a most complicated, controversial and troublesome area of mutual concern. Over the years the literature, with its repeated references to problems and gaps in communication, makes this clear. There are many exhortations and pleas for better communication with the understandable implication that opportunities for more discussion would somehow improve the state of affairs.[13]

In conclusion, four problems in the relationship between the school of social work and its agency-based faculty have been pointed out: 1) the clinical faculty often feels alienated from the school, 2) field instructors find it difficult to integrate class and field instruction, 3) many of the clinical faculty give priority to direct service to agency clients over their teaching function, and 4) field instructors frequently do not actively participate in college governance and decision-making. It is anticipated that these problems would be ameliorated by more effective school-agency communication.

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11. Howard W. Borsuk, "Agency-School Communication: The Influence of Changing Patterns of Education, "Current Patterns in Field Instruction in Graduate Social Work Education, ed. Betty Lacy Jones (New York: Council on Social Work Education, 1969), pp. 51-59.

12. Mary Ann Quaranta and Greta Stanton, "Planning Curriculum Change in a Large Traditional Field Instruction Program," Journal of Education for Social Work, (Winter, 1973), 60.

13. Arthur L. Leader, "An Agency's View Toward Education for Practice," Journal of Education for Social Work, (Fall, 1971), 19.

PROCEDURES

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It was decided to work toward change within the established governmental organizations. The Barry College Graduate School of Social Work has seven standing committees which are composed of academic faculty, clinical faculty, and students (See Appendix B). The purposes of these committees include the development of communication, participation by students and staff in formulating college policies and programs, and a forum for resolving conflict.[14]

On November 29, 1973, several areas of concern were presented to the Field Instructors Meeting, where it was generally agreed that the question of school-agency communication was the most problematic. I then met with Dr. John Riley, Dean of the School of Social Work, who re-affirmed the importance to the school of mitigating this problem. In a subsequent meeting with Dr. David Fike, Chairman of the Standing Field Instruction Committee, he appointed me chairman of a subcommittee newly created to help develop more effective lines of communication between the school and clinical faculty.

The subcommittee was organized with Henry Ashmore's basic principles for college committees as a framework:

1. Purposes and problems should be clearly defined and understood by the committee members.
2. The committee should know when and to whom it will report.
3. The committee will produce effectively if they know that their recommendations will receive serious consideration.
4. There must be follow-up, in communications and action, of the committee's recommendations.
5. The administration of the college should consider committee reports carefully.
6. There should be specific and administrative regulations concerning committees.
7. There should be a clear understanding that the chief administrative officer has the authority to override a committee report based upon specific reasons for doing so.[15]

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14. Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), pp. 190-91.

15. Henry L. Ashmore, "The Committee in Administration," Junior College Journal, XXIX (September 1958), pp. 40-42.

As chairman, I was given the authority to name the members of the subcommittee. Nine representatives were chosen from administration, academic faculty, clinical faculty, and students. Individuals who demonstrated a previous interest in working on this topic were selected. Every person contacted accepted with alacrity, expressing their feelings that a crucial need exists for better school-agency communication.

The entire subcommittee attended the first meeting on January 30, 1974. The problem was defined and discussed (See Minutes, Appendix D). It was emphasized that communication must flow both ways and that the school has to become more aware of and sensitive to new developments in the field as well as vice versa.

Present modes of communication were discussed with the following being identified:

1. School newsletter
2. Faculty advisor
3. Field instructor meetings
4. Clinical faculty representation on college committees
5. Memos and correspondence
6. Annual field instructors' seminar
7. Word-of-mouth through students
8. Field instructors' manual

The committee decided to form task forces to investigate the effectiveness of the existing methods of communication, devise new ones, and evaluate them. Task forces were set up in order to:

1. Contact other schools asking what they are doing to cope with the problem
2. Organize and set up regular workshops for faculty

3. Revise the Field Instructors' Manual
4. Survey clinical faculty to ascertain which modes of communication they consider most effective and their opinion of proposed new methods.

The subcommittee officially and unanimously recommended that the school prepare an informative memo to clinical faculty to make suggestions about the management of field assignments for students so that learning in the field ties in with learning in the classroom. As chairman, I was instructed to take this recommendation to the Field Instructors Committee for their approval and implementation.

In the ensuing month between subcommittee meetings, there was a great deal of positive action by committee members. I prepared and sent a survey to the 104 clinical faculty, designed to ascertain their feelings about the effectiveness of the school's present lines of communication, and how helpful they felt some proposed new approaches would be (See Appendix E and F). The subcommittee felt it was important to find out how field instructors perceive existing modes of communication and their feelings about projected innovations. This survey was also viewed as a means of letting clinical faculty know that their opinions carry weight in formulating school policy.

Another survey was constructed to find out what methods other schools are presently using to communicate with field faculty, their feelings about the relative value of these modes and what new methods they would institute if they had the resources (See Appendix G and H). This survey was sent to the Director of Field Instruction of 84 Graduate Schools of Social Work throughout the United States and Canada, with a cover letter asking for their cooperation.

Several members of the subcommittee proceeded to work on revision of

the Field Instructors' Manual. This revision was designed to serve as a base from which clinical and academic faculty could work together to provide those learning experiences essential to the application of concepts presented both in field instruction and in course material. The manual was last revised in 1968 and does not reflect the innovations and changes in social work practice and in educational methods which have taken place since then.

A task force met to set up workshops for faculty. The survey sent to clinical faculty questioned whether they felt periodic workshops sponsored by the school would be helpful and whether they preferred these workshops to focus on 1) explaining course content, 2) discussing field teaching methods, or 3) field instructors presenting their methods of field teaching. The task force was directed to organize workshops in accordance with the preferences expressed in response to the survey.

On February 13, 1974, I reported to the Field Instructors Committee on the activity of the school-agency communication subcommittee (See Appendix I). That committee fully supported the subcommittee's recommendation that in the Fall of 1974 a document be furnished to clinical faculty describing course content and the nature and timing of course assignments for which agency experiences and/or agency materials would be useful. It was referred back to the subcommittee for further development of specifics.

I met with Dean Riley again to bring him up to date on the thrust of the subcommittee on communication and to verify that their proposals would be implemented by the school. The results of the survey sent to clinical faculty were reviewed with him. He felt the school could implement the committee's recommendations to revise the Field Instructors' Manual, provide regular workshops for clinical faculty, and send field teachers a memo delineating course assignments and explaining course content. He requested that

the subcommittee prepare guidelines for the information they feel clinical faculty need from academic faculty. He re-affirmed that the subcommittee has his support in instituting changes and innovations which they recommended.

The second meeting of the subcommittee was held on February 27, 1974 (See Appendix J). Task forces reported that 1) the Field Instructors' Manual is being revised, 2) letters and surveys have been sent to 84 graduate schools of social work, 3) workshops are being planned, and 4) the Field Instructors Committee endorsed the subcommittee's proposal for an informative memo about classroom content and assignments to be sent to clinical faculty in the Fall of 1974. An outline of information which the committee felt should be communicated by teachers of all required courses was devised (See Appendix P). Preliminary results of the survey sent to clinical faculty were reported and discussed.

The subcommittee felt that the results of the clinical faculty survey confirmed their belief that the present faculty advisor system is not working optimally. They recommended that the faculty advisors' role be more clearly defined and strengthened with their function as a means of communication emphasized. Subsequently, a letter was sent to Dean Riley containing the outline devised by the subcommittee and suggesting that a greater effort be made to use the faculty advisor to develop and maintain useful communication links with field faculty (See Appendix Q).

The workshop task force met the following week and scheduled the first workshop for April 5, 1974 (See Appendix R). The topic will be "New Ideas in Field Teaching - Come and Help Us Develop Them." I was asked to conduct the first session on utilizing a modern systems approach to instruction in social work field teaching (See Appendix S). Following the presentation, the clinical faculty will break into small groups and meet in workshop sessions to create their own teaching modules. Each group will have academic faculty

members from a social work practice sequence to serve as a resource person. The systems approach to education, using personalized instruction packages, is viewed as an innovative method for integrating class and field learning. The subcommittee perceives this series of workshops, which involve both clinical and academic faculty, as one means of opening communication among the faculty.

The next meeting of the subcommittee is scheduled for April 17, 1974. The subcommittee will continue to meet to evolve new decisions which will be executed and evaluated in the future. This is an on-going process which we hope will continue to effect innovation to alleviate the problem of ineffective school-agency communication.

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RESULTS

Up to this point, 40 responses have been received from the survey sent to 84 graduate schools of social work. These responses came from all sections of the United States, Canada and Hawaii. Since we are receiving answers daily, the results reported here are only preliminary. The following methods of communication between the school and agency-based faculty are used by other schools:

12.5% have newsletters

67.5% exchange news with field teachers

95.0% use liaison persons

85.0% give course descriptions to field teachers

60.0% give training sessions

62.0% have periodic workshops

65.0% have annual (fall and/or spring) workshops

Six schools also report having field instructors on committees. Five schools report having a field instructors organization. Five permit field instructors to take courses in the school. Eighteen schools indicate that the liaison system is the primary key to successful communication and four of these acknowledge that theirs doesn't work very effectively. Eight said they felt seminars were the best communication medium.

If they had additional resources, nineteen indicated they would want to do more training of field teachers and seven thought a newsletter would be valuable. Five advocated changing to school-paid field instruction in teaching centers.

When enough time has elapsed for all the responses to be received, the data will be analyzed and evaluated.

Of the 104 surveys mailed to field instructors, 81 were returned. This

is a 77.88% return, which is excellent, particularly in view of the fact that no return envelope was enclosed. This high percentage of returns seems to indicate that clinical faculty has concern about facilitating communication between themselves and the school. It also suggests that they are interested in influencing school policy and decision-making, especially about matters which affect their performance.

Meaningful comments were written on the questionnaire by 24% of the respondents. Several mentioned that clinical faculty would have an opportunity to feed back to the university the insights they have gained in the action laboratories of practice. Suggestions were made that clinical faculty should have a chance to be involved in the classroom, in college governance, and in curriculum planning of courses. For example, "We need more input into policies made by the school."

The questionnaire was divided into two sections. The first section asked for clinical instructors' feelings about the effectiveness of our present methods of school-agency communication. The results are:

	Very Effective	Effective	Not Effective	No Answer
a. school newsletter	7.4%	56.8%	27.2%	8.6%
b. faculty advisor	16.0%	35.8%	43.3%	4.9%
c. field instructor meetings	7.4%	34.5%	48.2"	9.7%
d. clinical faculty representation on standing college committees	12.3%	45.7%	19.7%	22.2%
e. memos and correspondence	11.1%	59.2%	22.2%	7.4%
f. annual field instructors' seminar	13.5%	42.0%	22.2%	22.2%

Those modes of communication considered least effective are the faculty advisor and the field instructors' meetings. It is interesting to note that

16% of the respondents considered the faculty advisor to be very effective. From written comments on the survey, it appears that these were situations where there had been regular meetings between the field instructor and faculty advisor, or where the student had a particular problem with which the faculty advisor helped the agency instructor. Eleven respondents commented that faculty advisors are potentially an extremely effective communications measure if their roles were properly defined and strengthened. It was suggested that they make periodic visits to field agencies. One clinical instructor said, "The faculty advisor was the first contact with Barry in which I felt I had been heard." The majority said they had little or no contact with their faculty advisor.

Field instructor meetings were described as "too large," "dry and boring," "vague and general" and "involving too many people with too many specializations." They received the largest percentage of "not effective" tallies and are clearly in disfavor.

The largest number of "no answers" was 22.2% regarding clinical faculty representation on standing college committees. Thirteen respondents stated that they had no experience with these committees and did not understand their function. Typical comments were, "The field does not hear what is happening in committees," "I've never been asked to be on one," and "I don't know what committees do."

Clinical faculty consider the most effective existing lines of communication to be memos and correspondence from the school, the school newsletter, clinical faculty representation on standing college committees and the annual field instructors seminar. The large number of "no answers" on the field instructor seminars seems related to many statements that respondents had not attended any seminars and had no experience with them. Some of them may be new to the faculty, and no seminars have been held yet this year.

The second section of the questionnaire dealt with how helpful clinical instructors felt proposed new methods of communication would be. The results are:

	Very Helpful	Helpful	Not Helpful	No Answer
a. detailed descriptions of content of academic courses	60.5%	30.8%	3.7%	4.9%
b. specific suggestions for relating course content to field work	58.0%	35.8%	2.4%	3.7%
c. listing of written course assignments relating to field work	51.8%	35.8%	7.4%	4.9%
d. school sponsored periodic workshops for the purpose of 1) explaining course content	48.3%	28.4%	14.6%	8.6%
2) discussing field teaching methods	59.3%	28.4%	6.1%	6.1%
3) field instructors presenting their methods of field teaching	53.1%	27.2%	14.7%	4.9%

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The majority of respondents rated all of the suggested new lines of communication very helpful. Comments were all positive, such as "Great idea," and "This would be a big help." Workshops explaining classroom course content were slightly less preferred.

In general it appears that the existing means of communication were rated significantly lower than the new modes proposed, which suggests that there is dissatisfaction with the communication now in effect and therefore clinical instructors are inclined to be enthusiastic about trying new methods.

In conclusion, the results of this practicum have been manifold. An analysis of the data received from the survey of the clinical faculty and the preliminary results of the survey sent to other schools of social work were presented to the subcommittee on communication. The response to the survey shows that field instructors are frequently dissatisfied with the existing means of school-agency communication, especially the faculty advisor and field instructors' meeting. The subcommittee reacted to these findings by recommending that the faculty advisor's role be strengthened and emphasis put on their function as school-agency liaison persons. It also decided to replace field instructor meetings with periodic school-sponsored workshops since this was clearly the preference of the clinical faculty. The first workshop has been set up and will focus on field teaching methods because clinical faculty preferred this topic (See Appendix S, U and V).

A majority of respondents to the survey felt detailed descriptions of the content of academic courses, specific suggestions for relating course content to field work, and listing of written course assignments relating to the field would all be very helpful. Therefore, an outline of information that should be provided to clinical instructors from teachers of required academic courses was devised and will be put into effect at the beginning of the Fall semester, 1974 (See Appendix F).

At the outset of this study, there was little effective communication between the clinical faculty and academic faculty at the Barry College School of Social Work. The clinical and academic faculty occupy horizontal positions in the line-staff organization of the college (See Appendix B). In discussing line-staff charts of colleges showing the positions in the hierarchy and the structures of the institution, Blocker, Plummer and Richardson point out that:

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"In practice, the success of an organization depends as much upon horizontal cooperation and coordination as it does upon vertical implementation of authority and responsibility."[16]

Coordination and cooperation between academic and clinical faculty are necessary in order to have meaningful and logical educational programs for students, but the paucity of communication made it difficult for the two to work together. Through the institution of joint workshops for faculty, revision of the field instructors' manual, sharing informative memos concerning class content and assignments, and an improved faculty advisor liaison system, the subcommittee is undertaking to make it possible for clinical and academic faculty to coordinate their instructional efforts.

16. Blocker, Plummer, and Richardson, op.cit., p. 176.

RECOMMENDATIONS

In view of the enthusiastic and productive activity of the subcommittee to develop more effective school-agency communication, and the alacrity of the school administration to implement the subcommittee's suggestions, it is recommended that:

1. The subcommittee continue to bring to fruition the projects it is now in the process of executing:
   a) revising the Field Instructors' Manual
   b) re-defining and strengthening the Faculty Advisor's role, especially in relation to school-agency communication.
   c) regular school-sponsored workshops on field teaching
   d) initiating a system whereby classroom content and agency-related assignments are communicated to field teachers.
2. The agency-based clinical faculty of the Barry College Graduate School of Social Work be apprised of the results of the survey sent to them and informed that the projects they endorsed are being put into effect in an effort to improve school-agency communication.
3. The final results of the survey sent to the Director of Field Instruction of 84 graduate schools of social work be tabulated and analyzed.
4. Suggestions received from other schools be considered by the subcommittee for utilization at Barry College.
5. The new methods of communication that are being instituted also be evaluated to determine their effectiveness in improving communication between the school and agency-based faculty.

a) workshops

b) revised manual

c) informative memo for clinical faculty

d) strengthening the faculty advisor liaison system

6. The subcommittee continue to function to discuss, innovate and implement change in order to develop and institute more effective communication between the school and agency-based faculty.

7. A report of this investigation be published in order to make available to other schools specific suggestions for coping with problems of communication.

If these recommendations are carried through, as seems probable at this time, it is expected that they will bring about more effective communication between the school of social work and agency-based faculty. Better communication should improve the quality of field instruction by enabling clinical faculty to: a) achieve a better relationship with the school, b) articulate class and field teaching, c) give their teaching roles greater priority, and d) participate more actively in the governance of their college.

As that great American philosopher, Pogo, once said, "We have met the enemy, and it is us!"

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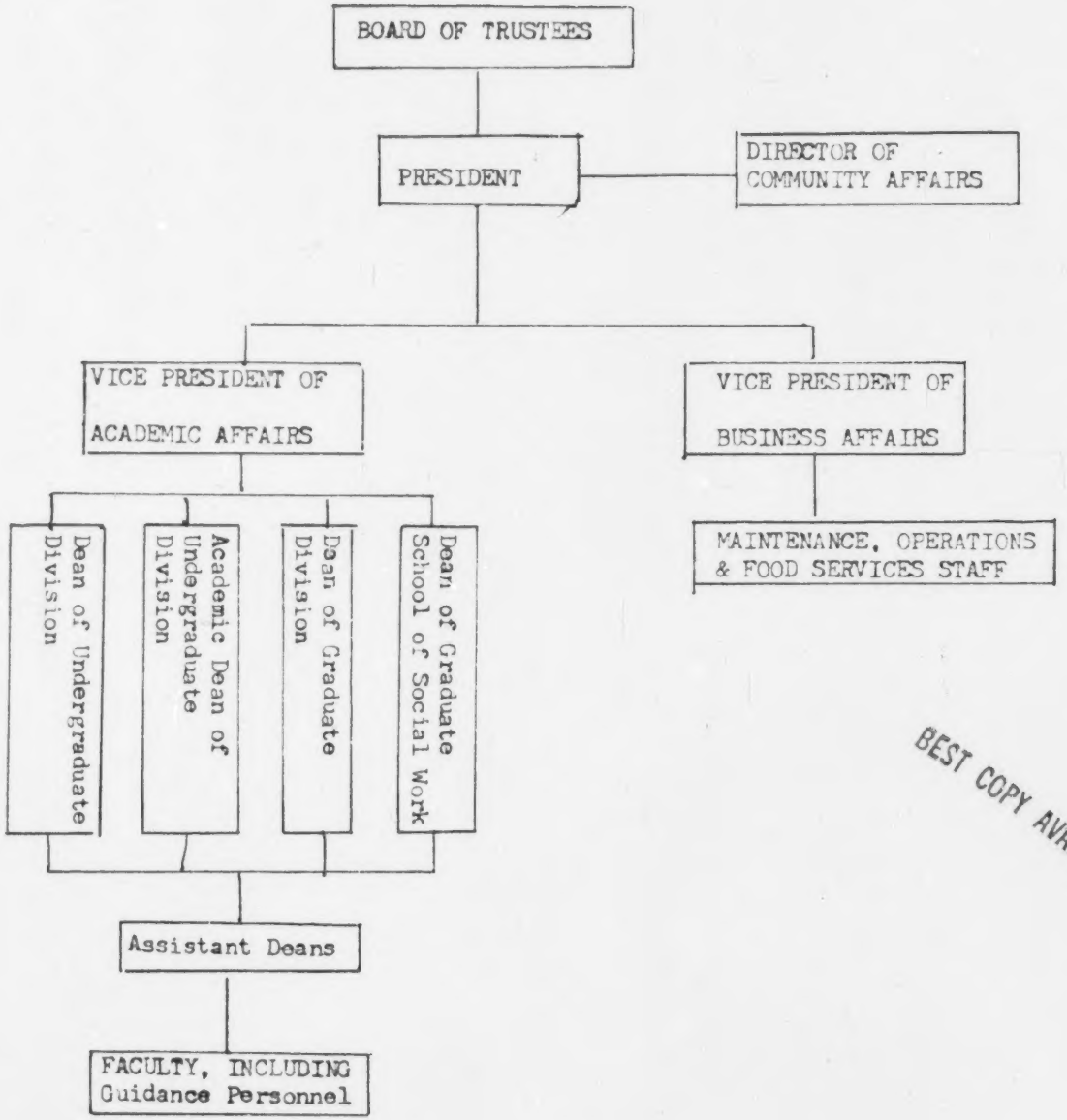
APPENDIX


BOARD OF TRUSTEES
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Assistant Deans
FACULTY, INCLUDING Guidance Personnel

Governmental Model of Line-Staff Organi,ation of Barry College

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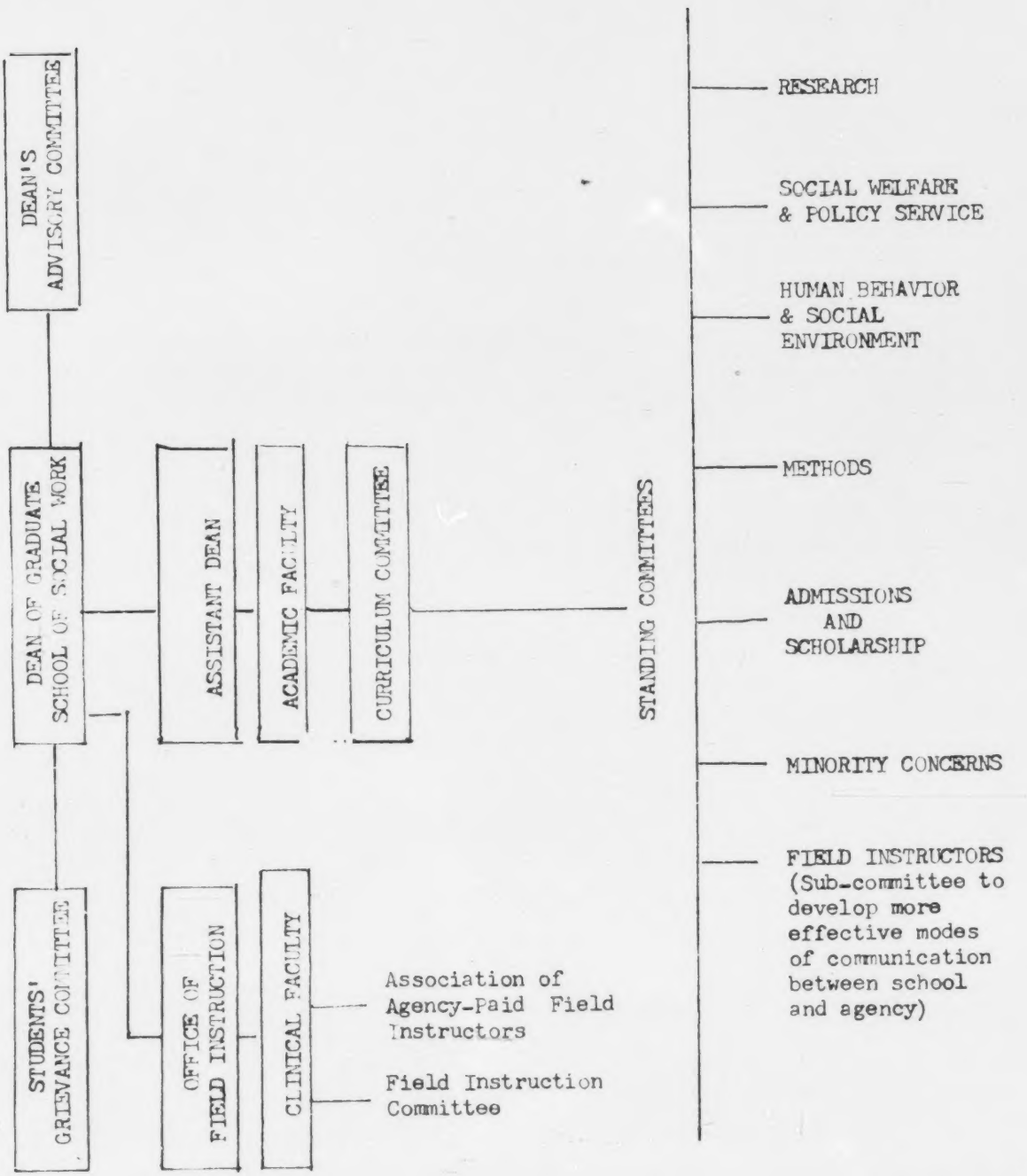

Line-Staff organization of Graduate School of Social Work

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REMINDER!

Meeting of the committee to develop more effective communication between the school and agency-based faculty.

TIME: Wednesday, 4:30 p.m.
DATE: January 30, 1974
PLACE: Social Work Lounge
Barry College

Chairman: Lois Krop

Committee Members

Sharon Ally
William Barr
David Fike
Carolyn Goldrath
Mildred Isheim
John McCormick
James Morrow
Dale Paulison
Reva Wise

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APPENDIX D

Meeting of subcommittee on improving the quality of communication between field instructors and the School, January 30, 1974. Present: Lois Krop, Chairperson; Bill Barr; Mildred Isheim; Dale Paulison; Jim Morrow; John McCormick; Reva Wise; David Fike; and Carolyn Goldrath.

The meeting was opened with a recapitulation of the history of communication between field instructors and the school, given by Lois Krop. She reminded the members that the current status of field instructors as clinical faculty members had been a result of the organization of the Association of Agency Paid Field Instructors in 1969. Subsequent gains such as membership of Field Instructors on committees, etc. had followed this.

The consensus of the committee members was that much communication does take place, but no one seems satisfied that it is adequate. Means of communication available include informal communication through students, workshops, monthly meetings, seminars, meetings of the total group of field instructors, the faculty advisor, and the manual. The group wondered why people continue to ask for large general meetings and then complain that nothing is accomplished in them. It was apparent from the discussion that field instructors need (1) a feeling of contact and involvement in the School; (2) specific information about what their students need for various classes and what they are currently learning; (3) information about changes in scheduling, teaching, administration, etc.

The role of the faculty advisor was discussed and its adequacy was questioned, stressing the limited amount of time the faculty advisor has available and the lack of clarity about the role.

The manual was seen as a good means of communication and is being updated. John McCormick offered to work with Reva Wise on that.

Workshops on class content given by faculty were another idea, with explanations of what is needed by the student in the field to relate to content. Feedback from the field could be included. These could replace large monthly meetings.

There is a need for specifics from the School as to what is needed in the way of cases for particular assignments, whether or not process recording is needed, for work with groups, etc. Need for case material for assignments by a particular date should be sent to the agencies. Also, the school needs to understand what each agency has available in the way of cases and experiences and assign students accordingly with great care.

It was announced that two workshops are planned for this spring around the content of field instruction, and these could be tied more closely to the needs described above. Mildred Isheim and Dale Paulison offered to work with R. Wise on this.

It was also suggested that the committee correspond with other schools of social work as to how they handle their communication. Jim Morrow offered to work on this.

Lois Krop suggested that she take an immediate suggestion to the Curriculum Committee that an informative memo be sent to field instructors from each academic instructor which is very pragmatic in requesting specific content and experiences for students to tie in with class assignments.

Respectfully submitted,

Reva Wise

RW:jp

APPENDIX B

BARRY COLLEGE SCHOOL OF SOCIAL WORK

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MEMO TO: Clinical Faculty

FROM: Lois P. Krop, Subcommittee Chairperson

DATE: February 7, 1974

A committee has been formed to develop more effective communication between Barry College School of Social Work and agency-based faculty. We would appreciate your responses to the attached questionnaire.

APPENDIX F

BARRY COLLEGE SCHOOL OF SOCIAL WORK
FIELD INSTRUCTORS' QUESTIONNAIRE

1. How effective do you feel each of the following are at present in establishing communication between school and agency?

	Very Effective	Effective	Not Effective
a) school newsletter			
b) faculty advisor			
c) field instructor meetings			
d) clinical faculty representation on standing college committees			
e) memos and correspondence			
f) annual field instructors' seminar			

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2. How helpful would the following be to you in your teaching of social work students in the field?

	Very Helpful	Helpful	Not Helpful
a) detailed descriptions of content of academic courses			
b) specific suggestions for relating course content to field work			
c) listing of written course assignments relating to field work			
d) school sponsored periodic workshops for the purpose of:			
1) explaining course content			
2) discussing field teaching methods			
3) field instructors presenting their methods of field teaching			

3. Do you have any suggestions for facilitating communication between the school and clinical faculty? If so, please report them on the back of this sheet.

Please return to:

NAME _____

Lois P. Krop
2001 N.E. 195th Drive
North Miami Beach, Fla. 33162

BARRY
COLLEGE
SCHOOL OF
SOCIAL
WORK

February 21, 1974

Director of Field Instruction

Dear Sir:

The Field Instruction Committee of Barry College Graduate School of Social Work is at present searching for new or improved methods of communication between field instructors and the school. In attempting to improve this communication we are calling upon the assistance of the graduate schools of social work throughout the nation. We would be more than grateful for your responses to the enclosed questions and any additional comments you feel would be helpful to us.

It is the intention of this committee to provide the results of findings to each school of social work requesting these findings. Thank you for your cooperation and please signify if you would like a copy of our findings.

Very truly yours

James Morrow
Field Instruction Committee

JM:jp
Enclosure

11300 N.E. SECOND AVENUE | MIAMI SHORES, FLORIDA 33161 | TELEPHONE (305) 758-3392

BARRY COLLEGE SCHOOL OF SOCIAL WORK

SCHOOL-FIELD AGENCY COMMUNICATION QUESTIONNAIRE

1. Which of the following methods do you use for communication with your field faculty?

regular newsletter ( ) information memos ( )

Faculty liaison persons ( )

course descriptions given to field instructors ( )

training sessions ( ) Periodic workshops ( )

annual fall workshop (or planning session) ( )

Other: _____

_____

II. Comment on the relative value of these methods, as you see it.

III. What other methods would you use if you had additional resources?

Name: _____

School: _____

Please return to:

James Morrow
Field Instruction Committee
Barry College School of Social Work
11300 N.E. 2nd Avenue
Miami, Florida 33161

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February 1, 1974

MEMO TO: Field Instruction Committee Members

FROM: David Fike, Chairperson

RE: Committee meeting

Let us have a meeting at 4:00 p.m. on Wednesday, February 13th, in the Social Work Lounge at Barry. Several of our subcommittees are active now and one of them has an item of business for the full committee.

Lois Krop has chaired the School-Agency Communication Subcommittee. That group will recommend the debate and adoption of a new orientation to information exchange in the school.

Also we have been asked by the Dean to consider the impact of the fuel shortage on the School's educational program and to recommend a contingency plan in the event that rationing, prohibitive cost and/or unavailability should make it impossible for students and/or faculty to maintain the current class/field schedule.

Please come. And please bring ideas about these matters. Thanks.

DF:jp
cc: Dean Riley
L. Krop

FEB 14 1974

FEB 14 b.

MEMO:

APPENDIX J

To: Agency Based Field Instructors

From: Executive Committee, Assn. of Agency Based Field Instructors

Re: Association meetings

In the past, we have met primarily monthly prior to Mr. Barr's regular monthly meeting. Now we have 114 members, which is an unwieldy number.

The Association has been the instrument through which we voiced our concern to the school. Our concerns from last academic year were presented to the school in a meeting in August, 1973. We have been assured that we will know which students are to be placed at our agencies sooner than in the past. All of you should have received notice of re: courses field instructors can take at Barry and the procedure.

Our biggest concern has been better communication between the school and the field. Some of you signed up at the last Field Instructors' meeting to work on task forces or subcommittees of the Field Instruction Committee. One of those sub-committees is currently working on this area, and is asking input from Field Instructors. Members should get some feed back as to progress from this sub-committee.

Thus, it seems that regular meetings may not be needed as in the past. We would like to recommend that association members contact a member of the executive committee re: any concerns you may have that should be brought to the total membership and meetings can be called as needed. Also, if any of you object to this plan, please let the executive committee know in writing.

Dale Paulison, Chairman
Evalyn Milledge, Vice-Chairman
Marcia Frumberg, Sec.-Treasurer

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BARRY COLLEGE SCHOOL OF SOCIAL WORK

Memorandum

TO: Methods Teachers

FROM: David Pike, Chairperson, Field Instruction Committee

DATE: February 19, 1974

RE: Course assignments and field work

A subcommittee is currently studying and debating the content and processes of communication between the School and its clinical faculty. One recommendation will be that in Fall 1974 a document should be furnished to field instructors describing the nature and timing of course assignments for which agency experiences and/or agency materials would be useful (or essential).

To give us a beginning idea of the sort of document that would be, will you please give me a note describing the nature of such assignments in the first year methods course(s) that you taught (or are teaching) this year? If such assignments are written into your course outline, you could submit that.

Please also offer reactions and ideas about this suggestion. Thank you.

DPF:jp

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[illegible]

Meeting of the committee to [illegible] effective communication between the school and agency-based faculty.

[illegible]: Wednesday, 4:00 p.m.
[illegible]: February 27, 1974
[illegible]: Social Work Lounge
[illegible] Queens College

Agenda:

Reports from:

1. Reva Wise and John McCormick - Devising the Field Instruction Manual

2. James Morrow - Progress Report on letters sent to Schools of Social Work inquiring about their modes of school-agency communication

3. Reva Wise, Mildred Isheim and Dale Paulison - plans for workshops

4. David Fike and Lois Krow - results of recommendation about informative memo requested to be sent to clinical faculty taken from this committee to Field Instruction Committee

5. Lois Krow - preliminary results of survey sent to clinical faculty

Committee Members:

Lois Krow, Chairman
William Barr
David Fike
Carolyn Goldrath
Mildred Isheim
John McCormick
James Morrow
Dale Paulison
Reva Wise

APPENDIX M

[illegible] SCHOOL OF SOCIAL WORK

February 28, 1974

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Dear Field Instructor:

Recently I sent you a copy of a questionnaire related to a project I am working on in the Barry College School of Social Work. That project relates to communication between the School and the field agencies.

It is important to have as much information as possible if the recommendations of this subcommittee are to be as wise as possible.

Please, therefore, complete this copy of the questionnaire and return it to me. Thanks.

Sincerely yours,

Lois Krop

Lois Krop
Chairperson
Communications Subcommittee

LK:jp

Enclosure

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APPENDIX O

M E M O R A N D U M

TO: Mrs. Lois Krop DATE 2/28/74

FROM: Joyce Padova, Secy., Barry School of Social Work

SUBJECT: Field Instructor's Questionnaire - 2nd Edition

Mailed out the questionnaires (sample enclosed with memo) to the unchecked names on your list of clinical faculty (enclosed). You will notice I made a few notes regarding the mailing list on it for your benefit. Dr. Pike wrote the memo to accompany the questionnaire. I signed your name to it (with initials). Hope that's o.k.

If there is anything further I can do, please let me know.

Enclosures:

Sample 2nd edition questionnaire

Clinical Faculty List

B. Winterstein's questionnaire

Outline of information to be provided to clinical instructors from teachers of required academic courses at the beginning of the Fall semester, 1974.

1. Title of Course
2. Student's Field Work Semester

   1 - 2 - 3 - 4
3. Basic Textbooks used
4. Concise Summary of course content:

5. Assignments which relate to field work.

   Date completion of each assignment is expected.

APPENDIX Q

March 1, 1974

BEST COPY AVAILABLE

Dr. John Riley
Dean
School of Social Work
Barry College
11300 N. E. 2 Avenue
Miami, Florida 33161

Dear Jack:

Our committee meeting went well. In response to the results of our survey, the committee recommended that clinical instructors be provided with specific, practical information from teachers of required academic courses at the beginning of the fall semester, 1974. A proposed outline for this information is:

1. Title of Course
2. Students' Field Work Semester 1-2-3-4
3. Basic Textbooks used
4. Concise summary of course content
5. Assignments which relate to field work. Date completion of each assignment is expected.

I'm hoping this is the kind of format which you felt would be practical to implement. Can you let me know if, how and when it can be done so I can report back to the committee?

The committee also felt that based on the results of the survey so far, the role of the faculty advisor needs strengthening. They recommend that the faculty advisor should make a greater effort to develop and maintain useful communication links with the field instructors. Do you feel that this can be implemented?

Thanks for your cooperation.

Sincerely,

Lois P. Krop

cc: David Fike

BARRY COLLEGE - SCHOOL OF SOCIAL WORK

COMMITTEE ON COMMUNICATION IN FIELD INSTRUCTION

March 8, 1974 - Noon

Present: Mrs. Wise, Mrs. Krop, Ms. Ischeim, Mrs. Paulison, and Mr. Barry, guest.

1. It was decided that the workshop should be moved to Friday, April 5, to allow enough notice to field instructors.

2. Lois Krop described the development and use of learning modules in the field, giving the teaching of relationship as an example of a module. She described it as a useful tool in relating the field experience to the classroom. From this developed the idea of using the group sessions to work with faculty in the social work practice sequence on the creation of selected learning modules.

3. To involve as many field instructors as possible, the committee will appoint facilitators and recorders for each group as well as hosts for the coffee and registration.

4. The goal of the workshop is to involve field instructors and classroom faculty in specifying learning objectives and devising learning activities to meet these objectives. Faculty will need to have some objectives already selected and resource material available.

RW:jp
3/13/74

APPENDIX S

BARRY COLLEGE - SCHOOL OF SOCIAL WORK
COMMITTEE ON COMMUNICATION BETWEEN
SCHOOL & FIELD INSTRUCTORS PRESENTS:

A Workshop for Small Systems Field Instructors

NEW IDEAS IN FIELD TEACHING -- COME & HELP US DEVELOP THEM!

Friday, April 5, 1974
1:00 to 4:30 P.M.
(Parking lot. N.W. Corner of Campus-Miami Ave. & 115th St.)

Barry College Library
1st Level Rear A-V Room

1:00 - 2:00 P.M.

"The Use of Packaged Teaching Modules in Field Instruction"
LOIS AROP

2:00 - 2:30 P.M.

COFFEE BREAK

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2:30 - 4:00 P.M.

GROUP DISCUSSION SESSIONS

Small groups of field instructors will meet in workshop sessions to create their own teaching modules. Each group will have a faculty member from the social work practice sequence to serve as a resource person. Each group will work on a selected unit of learning such as "relationship," "intake interviewing," or "process recording" to formulate individualized teaching modules for use in their field settings.

RESOURCE PARTICIPANTS:
James Purdon
Henrietta Waters
James Martin
Allyn Gibson

4:00 - 4:30 P.M.

FEEDBACK SESSION -- SHARING OF IDEAS & EXPERIENCES

For additional information phone Reva Wise, 758-3392, Extension 338

PLEASE RETURN ENCLOSED REGISTRATION SLIP. THANK YOU.

BEST COPY AVAILABLE

DARRY COLLEGE - SCHOOL OF SOCIAL WORK

FIELD INSTRUCTORS & SCHOOL COMMUNICATION IMPROVEMENT COMMITTEE

Minutes - 9/27/74

Present: Mrs. Isgreim, Mr. Burt, Dr. Pike, Mrs. Wise

1. Field Instructor's Manual: Reva Wise requested that committee members obtain a copy of the last (1971) edition of the Manual and go through it with a eye to updating and revising outdated material. The committee will meet to discuss revisions during the first week in April.

2. David Pike announced that letters inquiring about the methods other schools of social work use to communicate with field instructors have been sent out to all schools of social work in the U.S and Canada. The information requested in the letter was modeled after the data requested in the questionnaire to field instructors so the data received can be related to that information.

3. Lois Krop reported on the results of the questionnaire sent to field instructors about communication with the School. Sixty-five of the 104 questionnaires had been returned and the answers thus far indicate that the kinds of things the School is now doing to communicate with field instructors are not helpful and that almost anything else would be more helpful. It was mentioned that much of the material that has been sent to field instructors in the past does not get read, and so the request for more written material about the curriculum may not be a valid one.

The role of the faculty advisor was greatly questioned and its effectiveness was rated as minimal. The question was raised as to whether one person should be employed specifically for this function. There were several questions about what the real function of the faculty advisor should be, and whether present faculty can adequately perform it with the current size of enrollment. It was suggested that a meeting be called of all faculty members in their role as faculty advisor to discuss this issue. The faculty advisor could be used either as a total means of communication by the School or serve merely as a trouble shooter, but this needs to be decided and implemented.

4. Lois Krop reported that she had gone to the Field Instruction Committee about the idea of communicating to the field instructors the specific needs of students in their class work for cases, groups, etc. The Committee gave the idea a positive reception and sent it back to this Subcommittee for further work. Lois is currently drafting a form to give to classroom instructors. There was much discussion of what form the communication should take, whether formal or informal, and whether through the student or through the instructor. It was decided to draft a form and give it to Dean Riley for approval.

5. Reva Wise reported that the committee on the Workshop will be meeting next week. Lois Krop will give a portion of the Workshop on Teaching Modules.

RW:jp

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BARRY COLLEGE - SCHOOL OF SOCIAL WORK
COMMITTEE ON COMMUNICATION BETWEEN
SCHOOL & FIELD INSTRUCTORS PRESENTS:

A Workshop for Small Systems Field Instructors

Friday, 4/5/74 1:00-4:30 P.M.

1:00 - 2:00 P.M.

"The Use of Packaged Teaching: Modules in Field Instruction"
LOIS KROP

2:00 - 2:30 P.M.

COFFEE BREAK

2:30 - 4:00 P.M.

GROUP DISCUSSION SESSIONS

Small groups of field instructors will meet in workshop sessions to create their own teaching modules. Each group will have a faculty member from the social work practice sequence to serve as a resource person. Each group will work on a selected unit of learning such as "relationship," "intake interviewing," or "process recording" to formulate individualized teaching modules for use in their field settings.

RESOURCE PARTICIPANTS:AND SUBJECTS:

"Educational Diagnosis"	JAMES FURDON
"Helping a Student Know"	JAMES MARTIN
"Interviewing the Agency"	ALLYN GIBSON
"Termination"	ROBERT NEE
"Feelings People Bring to Groups"	WILLIAM BARR

4:00 - 4:30 P.M.

FEEDBACK SESSION -- SHARING OF IDEAS & EXPERIENCES

Committee Members:

Sharon Ally
David Fike
Mildred Isheim
James Morrow
Reva Wise
William Barr
Carolyn Goldrath
John McCormick
Dale Paulison
Lois Krop, Chairperson

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BARRY COLLEGE SCHOOL OF SOCIAL WORK

A Workshop for Small Systems Field Instructors

WORKSHOP EVALUATION

This workshop has been designed to meet the request of field instructors for increased communication between the field and the classroom. We have tried to do this by providing an exercise in the integration of classroom content to field teaching. We would like to know whether this exercise was useful in helping you to plan your own teaching with social work students in the field. Information from these questionnaires will be used to plan future workshops for Field Instructors.

1. I found this workshop to be

   a) very interesting b) moderately interesting c) dull

2. Is the concept of teaching modules applicable in your particular agency setting?

   a) yes b) possibly c) no

3. Would you utilize the module concept in field instruction?

   a) definitely b) possibly c) not ever

4. Would you be interested in a further exploration of this concept at a future workshop?

   a) yes b) possibly c) no

5. How well do you think the module concept would serve in meeting the following basic problems in field instruction:

   A. Integration of class content and field experience

      a) very well b) moderately well c) not very well

   B. Providing equal opportunity for basic field learning in a variety of diverse settings

      a) very well b) moderately well c) not very well

   C. Promoting an increased independence of the student from his supervisor

      a) very well b) moderately well c) not very well

6. Do you feel that another workshop of this type would be useful?

SUGGESTIONS:

Would you be willing to work on a committee? _____

(If yes, name)

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Writer's Name Lois P. Krop

Cluster Nova

I certify that I have read this practicum report and have discussed its contents with the writer.

4/13/74
(date)

Kenneth E. Wagner
(signature of peer reader)

I certify that I have read this practicum report and have discussed its contents with the writer.

4/14/74
(date)

(signature of peer reader)

I certify that I have read this practicum report and have discussed its contents with the writer.

4/12/74
(date)

Jana Newton
(signature of peer reader)

.....

I certify that I have read this practicum report and that in my opinion it conforms to acceptable standards for practicums in the Doctor of Education Program.

(date)

(signature of Practicum Director)